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ABSTRACT

This document contains transcribed interviews with seven black high school students made in spring and summer 1969 as part of a larger study of an educational community organization program. They are presented here because it is felt the feelings and attitudes expressed are often overlooked as various groups of adults attempt to resolve issues of educational policy. The students are encouraged to discuss their feelings about the school they attend including such things as its problems and theirs, classes, teachers, student and teacher relations and attitudes, etc. The students attend three different schools which are close together: (1) one 90 percent black which has experienced recent educational disruptions resulting in the temporary closing of the school; (2) one 85 percent white which has been experiencing unresolved problems since its integration 3 years ago; and (3) one 90 percent white in which no major crisis situation developed as a result of accepting black transfer students. The students interviewed are a 16-year-old female sophomore, a 17-year-old female junior, two 15-year-old male sophomores, and three 17-year-old male juniors. (JS)

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ON

Stanford Center for Research and Development in Teaching

SCHOOL OF EDUCATION STANFORD UNIVERSITY

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STANFORD CENTER
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IN TEACHING

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Robert W. Heath and Larnders Roy

School of Education
Stanford University
Stanford, California

December 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Table of Contents

	Page
Introductory Statement	iv
Interviews	2
A Seventeen-year-old Male Junior	2
A Sixteen-year-old Female Sophomore	11
A Fifteen-year-old Male Sophomore	19
A Seventeen-year-old Female Junior	28
A Seventeen-year-old Male Junior	35
A Seventeen-year-old Male Junior	43
A Fifteen-year-old Male Sophomore	51

Introductory Statement

The central mission of the Stanford Center for Research and Development in Teaching is to contribute to the improvement of teaching in American schools. Given the urgency of the times, technological developments, and advances in knowledge from the behavioral sciences about teaching and learning, the Center works on the assumption that a fundamental reformulation of the future role of the teacher will take place. The Center's mission is to specify as clearly, and on as empirical a basis as possible, the direction of that reformulation, to help shape it, to fashion and validate programs for training and retraining teachers in accordance with it, and to develop and test materials and procedures for use in these new training programs.

The Center is at work in three interrelated problem areas: (a) Heuristic Teaching, which aims at promoting self-motivated and sustained inquiry in students, emphasizes affective as well as cognitive processes, and places a high premium upon the uniqueness of each pupil, teacher, and learning situation; (b) The Environment for Teaching, which aims at making schools more flexible so that pupils, teachers, and learning materials can be brought together in ways that take account of their many differences; and (c) Teaching the Disadvantaged, which aims to determine whether more heuristically oriented teachers and more open kinds of schools can and should be developed to improve the education of those currently labeled as the poor and the disadvantaged.

Research and Development Memorandum No. 59 is a transcription of interviews with seven high school students, who express their opinions about their schools and their teachers. The interviews were taped in connection with a study by the Educational Community Organization project, a part of the Teaching the Disadvantaged program.

INTERVIEWS WITH SEVEN BLACK HIGH SCHOOL STUDENTS

Robert W. Heath[1] and Larnders Roy[2]

The transcribed interviews that follow were made during the spring and summer of 1969 as part of a larger study by the Educational Community Organization project. The interviewers are black and were trained by the project staff. No attempt has been made to alter language or content by editing.

No claim is made that the opinions expressed here are representative of other black students or that the information on which they are based is correct. The feelings and attitudes of students as expressed here, however, are often overlooked as various groups of adults attempt to resolve issues of educational policy, and it is for this reason that the interviews are presented.

Two school districts and three high schools are referred to in these interviews. The names of the schools have been deleted to preserve the anonymity of the districts and the students.

The schools will be labeled A, B, and C. Schools A and B are in a unified high school district (9-12). School A is separated from School B by a freeway. A brief description of each school at the time of writing follows. All percentages are approximate:

School A: The school population is 90% black, 6% other minorities, and 4% white. It is situated in a low socioeconomic area surrounded by upper-middle-class white communities. School A has experienced recent educational disruptions resulting in the temporary closing of the school.

School B: The school population is 84% white, 10% black, and 6% other minority students. It is situated in an upper-middle-class white community. The school was integrated three years ago (1966) by students from School A. The process of accepting black students has been filled with problems that have not been resolved to date.

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School C is in a unified school district (K-12). Like School B, it is separated from School A by a freeway. School C is in an upper-middle-class white community noted for excellent schools. This district has few minority students, so it entered into an interdistrict agreement to accept a limited number of black high school transfer students.

School C: One of two high schools accepting black transfer students. The school population is 90% white, 6% other, and 4% black. Although the inclusion of black students precipitated some difficulties, no major crisis situations developed.

The project staff very much appreciates the cooperation of the students interviewed.

Interviews

A Seventeen-year-old Male Junior

Q: Okay, _____. Yesterday when I saw you, you said that you had been having some problems with school and something else. Tell me about it.

A: Well, this is how it started. My sister was at-- She was going to (local elementary school), and she had trouble with a teacher, Mr. _____. He beat her up--slapped her and beat her up. Me and (brother) and (brother) and (brother) went down there, and we jumped on some teachers down there. And then I called School A and told them about it. Mr. _____, he talked to me about it. And after that he started disliking me, and all that. And we was at a dance and because we didn't have money to get in, we was standing around in front of the school, and he said put the cigarettes out, and so we put them out. And then, on Monday when we went back to school, he said we was smoking on campus, disrespectful, so he suspended us, and then after that I got a subpoena to go to court for beating up them teachers. And me and (brother), (brother) went to court first, we were both in the court together and the judge was trying me, and then he got on me because I wouldn't tell the man I hit I was sorry.

Q: You and who? (Brother's name)?

A: (Brother's name), my brother and me was in court and I wouldn't tell the man I was sorry so the judge say I'm goin' to send you to YA

[California Youth Authority]. And (brother) was mad, and my mother walked up to tell me to say I was sorry, and the judge got to hollerin' at her and tellin' her to sit down. And (brother) said, "You can't talk to my mother like that." And he told two bailiffs to get (brother), and they tried to grab him, and he started fighting them, so they took both (brother) and me up there, and my lawyer got me out, and he stood up for me. And I come back to school...*and every class I went to they say I dropped out of school. One lady told me, she said, "You can come to class, but you won't get no credits, because some letters came to class saying you had dropped school." So I went and asked somebody about it, and they said my probation officer come there and said I dropped out of school. So I can't get back in 'til my parents come up there.

Q: Okay, let's go back a little bit. Now this problem all started with your little sister, _____. How old is she?

A: Thirteen.

Q: What school does she attend?

A: She was going to (local elementary school), she's got a tutor now.

Q: I see. And what happened between her and her teachers at (local elementary school)?

A: She was out there, and a friend of hers kicked a book over to her locker and she kicked it back. Mr. _____ walked by and seen her do it, and he told her, you know, you can get kicked out of school for destroying school property. And she say, "Well, he kicked it over here first." And he say, "Yeah, I know you, I had you in summer school." So then she said, "No, you don't." And she went to walk away, and he grabbed her by the hair and pulled on her hair. And she said something about, "Don't be pulling my hair." And he walked off, and she went to the office to tell, and he came to the office. And then they were talking about what all she did, telling the girl's vice-principal what she had did; and she said, "No, I didn't," she said. "No, I didn't do that neither." And he said, "Shut up, or I'll slap you." And he said something else, and she said, "no, I didn't do that neither." And so he grabbed her and started kicking and slapping her face. And he hit her in the eye.

*Dots denote pauses, not deletions.

Q: Where did this take place?

A: At (local elementary school).

Q: Where exactly?

A: In the office.

Q: With other people around?

A: Yeah, and then they locked her in the girls' vice-principal's office, and then she finally got out. And when the man that had first pulled her hair and, then, when they went back in the office, another girl (name of girl) was standing there, and he was choking her, her dress was up, and she went to pull it down, and he hit (name of girl), too. So she come home crying, and she told me about it. And so I went up there, me and (brother), (brother), and (friend).

Q: And what did you do when you went there?

A: I said, "Where's Mr. ____?" They said he gone home.

Q: They who?

A: Mr. _____ and Mr. _____. A teacher and the boy's vice-principal.

Q: Did you know these people before when you went to school?

A: Yes, I did. So, I said, "Where's Mr. _____ at?" You see, he had something to do with it. He was standing there while Mr. _____ was beating her up. And before she had had trouble with him. He was sitting in class going, my daughter, you know, talking about Texas, my daughter, she do this and she do that, and all that jazz. Instead of teaching what he supposed to be teaching. And I say, "Where's Mr. ____?" And he say, "Here I am over here." And so I hit him, and he ran by, and Mr. _____ grabbed me, and I slapped his glasses off and then he ran back and (friend) started hitting him. They called the police, and they came to my house.

Q: And picked you up?

A: They gave me a house arrest where I had to stay home and, ah, then I had to go to court on the eighteenth.

Q: What was the charge?

A: Assault and battery.

Q: Did this teacher also have to appear in court?

A: No. Just the two that I hit. They did. Nothing has happen to Mr. _____ yet.

Q: He wasn't charged with anything? Has your parents--?

A: Yeah, she got a lawyer, she's trying to see about it now.

Q: Your mother has gone and talked to the school officials? Has she talked to any of the people who saw the incident?

A: Yes, one lady, all the rest of them is together. You know, they won't tell, but this one teacher that's going to witness, she works in the office. She seen it.

Q: So a legal action has taken place against this teacher?

A: Yes.

Q: Now what happened when you got back to school?

A: I went to my first period class, and the teacher say, "(A's name), I got a drop slip on you, saying that you dropped out of school." I said, "No, I didn't drop out of school, I've been gone." And he said, "Well, you just stay on in here." He didn't say nothin' else, so the rest of the class working--I just sit there for an hour till the bell rung, went to my next class. And the teacher told me the same thing. Then my last period teacher, Mr. _____, he's a friend of mine, he told me I'd better go to the office and get it cleared up, so I went to the office to find out what was wrong.

Q: Mr. _____ is your last period teacher? What does he teach?

A: History.

Q: And he's also a friend of yours? Is he black or white?

A: White.

Q: He's a white teacher. Why do you consider him a friend of yours?

A: He talks to us, you know, like we be in class and he asks us what we want to learn in this classroom. So we say we want to learn black history so he had the rest of the books took out and brought in what we wanted to read. He do mostly what we want to do.

Q: I see. Who did you talk to about being dropped from school?

A: I talked to the lady in the attendance office, the registration office.

Q: To the attendance clerk. And what did she say?

A: She got on the phone and called Mrs. (wife of local black businessman). You know, (named local black businessman)'s wife?

Q: Uh-huh.

A: And she said, well, he's been dropped out of school, and that he can't come back until his parents come back with him.

Q: Who made this decision?

A: I don't know.

Q: Who has the authority to make that decision?

A: I don't know.

Q: Did your probation officer have anything to do with it?

A: That's who I think did it. He went up there, and he probably thought I was going to stay at (county juvenile hall) and go to YA (California Youth Authority), and he probably went up there and told them I wouldn't be back.

Q: But instead you were released. When was this? When did it happen?

A: When I went back to school?

Q: Uh-huh.

A: I went back yesterday.

Q: So you don't know yet where you stand as far as school is concerned.

A: No.

Q: Who is responsible to see that you get back in?

A: Mr. _____.

Q: Who is he?

A: My probation officer.

Q: Oh, I see. But you don't know for sure whether or not he's the one who made that decision?

A: Uh-uh.

Q: Are you taking care of that or are your parents?

A: My parents are.

Q: I see. What has been going on at School A since, you know, everybody heard about the revolt,* so to speak, you know, all the students made demands and said we want this, these things should be done, and some of our requests should be met. And then everything sort of died down, and you didn't hear so much about it. But you've been going there, tell me about some of the things that are still going on with the students in the school, with the administrators and teachers.

A: Most of the teachers, since that happened, a lot are prejudiced toward us since we did that.

*Student sit-in that closed the high school for two weeks.

Q: Since you did what?

A: Since we had that sit-in. And like I go to my first period class and Mr. _____, he talked to us, and like when we do our work and then he give us third grade words like that, then he'd tell us how stupid we is, he give us tests and, and then most of us have a seventh-grade or below-grade-level reading.

Q: What does this teacher teach?

A: English, reading. And then he'll sit back and tell us how stupid we is... he say, "You sit here talking, but you below grade level." And ever since we talked to him, he's put on the board sentences with little words in them up there.

Q: In other words, you feel that if you are already below grade level, don't teach something that is below grade level, but try to teach something that's at grade level.

A: That's what I told him.

Q: You did speak this?

A: Uh-huh.

Q: What did he say to that?

A: He didn't say nothing.

Q: Are there any teachers at School A that you really, really dislike? You don't have to call names, you know. Well, maybe I said that wrong. Do you feel like the problem at School A is between the students and the teachers and their being able to get along, or what do you think the problem is?

A: It's between students and teachers.

Q: How's this?

A: It's 50 teachers at School A. I don't know all their names. I know some of them. Like there's Mrs. _____, my fifth period teacher. She'll sit in class and tell us, "I don't have to be here--I don't have to teach you nothing. I don't want to be here, I don't know why I signed the papers to be here, you know." So we say, "Why don't you leave?" And she'll get mad and run out and tell the principal, and we'll get suspended for telling her to leave when she told us she wanted to turn in her resignation.

Q: Does she make statements like this out of the clear blue?

A: Yeah, in the class, you know. She'll get mad like, somebody will say something, and all the guys be jiving around in class, and then she'll say, "Well, I don't have to be here, you know." And then the librarian, we go to the library--she don't like me and (a friend), and we come in there, and she say, "Take your hat off, take your hat off." She made him take his hat off, and he's just got his hair cut, and everyone started laughing. And then she wrote a big ol' thing on us tellin' how we called her a pig in the library.

Q: Did you?

A: No, nobody called her a pig. If somebody did, it wasn't us, it might have been somebody else, you know, it was whole lot of people in there. So we had to talk to the principal and stuff, and she say, "I don't have to take this stuff," and so we say, "Resign, you're not doing nothing for us," and then she see the principal, Mr. _____. Mr. _____ came in there and then she changed her story. She say we suppose to talk about why we come to the library, and this and that, and then she say we just come in there to bother her, and we say that we were doin' a book report on a book we'd been reading for the last two weeks, and we'd show her we'd been doing our work in there--we wanted to read them to her to show her, but she didn't want it. And he think we have to goin' in there to be real friendly, but we don't want to be friendly.

Q: In other words, if you go to the library you go to do your work there and not necessarily to make friends with the librarian.

A: Yeah.

Q: Do you pick on her?

A: No, we don't bother her.

Q: Tell me about this teacher, the one that, who says, "I don't have to be here and I don't have to do--" How does that make you feel when a teacher says that?

A: I want her to leave. I think she should leave. I went to, you know, school yesterday and...there's a lot of babies in the classroom, and I said, "Why don't you guys be quiet so I can do my work," and I was still in her class, you know.

Q: What does she teach?

A: Math. And she won't say nothing, she just sit back and say, "I'm gonna write a referral," and waits till it builds up bigger and bigger. So she say to one the other day, "Keep on talking, I'm going to get you kicked out of school." She was telling one of the guys. She say, "I'm not goin' to turn you in yet. I'm gonna wait. Keep on talking, and you'll get kicked right out of school." She was talking like that instead of teaching school.... And I come in the classroom five second late and she wanted to send me to (school auditorium) building, and I had my books and stuff, and so I was going to _____ building. I don't want to be arguing with you. And she say, "Leave your books in class so they won't get lost," so I left my book in there, and one day I come in, and the book was gone. And I come to that class every day, and she sent me to _____ building because I didn't have a book, so I had to buy another book.

Q: Could you tell me that again a little slower? Your math teacher requested that you leave the book in the classroom, and if you come to class without the book you're sent to _____ building?

A: Yes, you're sent to _____ building for that hour. It's like detention hall, they used to keep you after school, it's like jail, you don't do no work, you get an F for the day.

Q: I don't understand that.

A: Me either.

Q: Do you ever talk to anyone else about it?

A: I think they stopped it now. They had it goin' for weeks and weeks. You go to school--you'd see half the people in _____ building because they be late, you know. If they didn't want to come, they wouldn't even went to class the first place.

Q: What did you do last year during the student movement? Did you take an active part? I know you probably did....

A: ...Student move--you mean--

Q: When you had your sit-in and made all your demands.

A: Nah, they was about, seem like it was about four or five Negroes doing that.

Q: You didn't participate?

A: Nah.

Q: Tell me about some of the demands that were made.

A: Said they wanted a cafeteria, a black principal, black counselors, a young black nurse.

Q: A young black nurse?

Q: Yeah, that what they say. You see, the lady that was there was old. And they wanted a black history class. And they got most of these, but they didn't get no cafeteria.

Q: Most of the demands have been met? Do you feel that things have improved now that the demands have been met?

A: No. They're still just like they was when they had Mr. (white principal) in school. It seemed like it was more better when they had the white principal. Mr. (black principal), he run around, and they say, you know, I guess it was rumor, he snatching Black Panther pins off people, telling you you had to keep your hair cut, telling girls they couldn't wear pants and stuff. Yeah, that's what they said.

Q: The new principal? So the students made their demands, and most of the demands have been met, and you still feel that things have not improved so much? What does that say to you, what does that imply to you?

A: I've been trying to get, you know, cause, ah, when you go to School A, your friends are, like (friend) and (friend) and all of them, and you like to play a lot and you know, and I just...and when I got back from (county juvenile hall) I say I'm gonna stop playing and learn something. I was going back to school, and I say, nah, I'm not going to School A, too many cons there, you know...and I've been trying to get a transfer, since this year, this semester.

Q: To where?

A: School B. And they don't have one, I'm trying to get one now.

Q: Do you feel like this would be better for you?

A: Yeah, I'd be away from all my friends.

Q: You'd be able to concentrate more on what you are doing?

A: Uh-huh.

Q: Okay. That's about it, I think. Thanks.

A Sixteen-year-old Female Sophomore

Q: My name is _____ and I'm interested in finding your--some of your ideas about some of the things that is happening to you in school. What is your name?

A: _____.

Q: Uh-huh. Where do you attend school?

A: At School A now.

Q: Uh-huh. You say School A now, where did you attend before?

Q: I attend to School A, but I'm not going to be at School A next year.

Q: Oh, you're going to be transferring. Where will you be next?

A: I'll be in _____(out of area) at _____.

Q: Oh. What grade are you in, _____?

A: Tenth.

Q: Do you have any brothers or sister?

A: I have four brothers and three sisters.

Q: Where--do they attend School A also?

Q: Three of them attended and graduate.

Q: Uh-huh. What about the--?

A: Oh, they aren't old enough to go to that school.

Q: Do they attend junior high school?

A: Three of them's not going to school, and the other one he goes to (black elementary school).

Q: Tell me. What is your overall impression of School A?

A: Oh, when I first got here--School A is my ninth grade here, it really is to me, it really wasn't a school to begin with because as soon as we got here they started having problems.

Q: Uh-huh.

A: I just didn't like it, because they would walk out of class, the teachers couldn't do nothing with the students, and other school I've been to, the teacher could handle the students a little bit, but at School A the teachers acted like they were scared of them.

Q: What are some of the other schools you attended?

A: _____ in Massachusetts, and I forgets the school in _____, and I forget the one in _____California, and that's all.

Q: Uh-huh, you say when you first came here, what are some of the problems that you faced when you first entered to the school?

A: I didn't face no problems except that I say we was walking out of class, and that's all. When I first got here they was--the class never really did start because most sisters, almost at the first day of school, started walking out, and at lunch time they had a rally at--and at sixth period they walked out to the football court, so really I didn't have no problems, it was just the school period.

Q: So you feel--what is your opinion of discipline at the school, how would you express that?

A: They didn't have enough to me, and the teachers, they just couldn't do nothing with the students, I mean for them to be teachers they can at least have some conducts with their classes, but at School A they don't, to me they don't have no kind of control at all. Cause the teachers...the kids come in there as if to say they at home, they come in there, sit down, do their work if they want to, if they don't, they don't do it. Teachers just don't do nothing about it.

Q: What are some of the classes that you took last year?

A: I took Math, Clothing I, ah, World Geography, P. E., and Typing I, and took--

Q: Did you have any real good teachers?

A: To me all my teachers were pretty good except for, let me see...all of my teachers were pretty good, at least I got along with all of them since the kids, some of the kids in my class I just--I guess they thought they were big shots or something, they just didn't get along with them.

Q: Are most of your teachers white?

A: All of them...wait a minute...all of my teachers were white.

Q: Do you think it would be better if you had black teachers?

A: Nah, I don't.

Q: In that school?

A: Nah, I don't, because they going to get black teachers, and most of the blacks teachers they gonna tell you what to do, and these kids they don't like nobody to tell them what to do, and then they gonna to holler they want their white teachers back, and you see there'll be a bunch of mess all over again, so really to me, they really keep what they got.

Q: So you think the students do what they want to do?

A: No, I don't think--they should at least find some teachers that will have at least a discipline class, but they can't get it, not at School A anyway.

Q: Last year, I understand they had some type of changes in the administrator or something.

A: The new principal.

Q: The new principal, yeah, could you tell me about that?

A: Let me see, oh _____, what, _____ that was our principal he was white so they wanted a Negro principal, and they got Mr., ah, what is his name?

Q: _____.

A: Yeah, they got Mr. _____ in, and he's a black principal. I didn't like him though.

Q: Why was that?

A: Cause when he first got there, he was too--he just came right out and told them what he wasn't and what he was going to have.

Q: Uh-huh.

A: I mean that was good, but I just didn't like his attitude about the whole thing when he got there.

Q: What type of attitude did he have?

A: Ah, I really can't put into words--to me I--I just din't like his attitude. They could've kept the same teachers they had.

Q: Uh-huh.

A: They just don't know what they want, so they got their black principal, and they--and next they going to holler they want their black teachers, so you really can't satisfy them.

Q: Do they have any, you know, like Black History courses or things like that?

A: This year--next year they suppose to have quite a few, but this year I really don't know if they had any this year. Next year they suppose to have quite a few Black History courses.

Q: Do you think this will help?

A: Not really.

Q: Why not?

A: This might help them, but they still don't know what they want, so they might get in the classes, and they might not, but to me they still going to hang out of class.

Q: So you say the major problem at the school is kids not attending class?

A: Right, and they don't have--the teachers aren't forceful enough to keep them in class and to discipline their own classroom.

Q: Have you ever gone to a integrated school?

A: All my schools were integrated except for--this one is integrated but not as much, though all of my schools were. The majority of them was white.

Q: How would you compare those schools with School A?

A: I liked them better.

Q: Why is that?

A: Because most people, they say that mostly everyone, you know, not the friends of mine that I talk to, they act if whitey is dirt, you know. I mean, you know, as if they don't like him, but to me whitey is the same thing as I am....I got along friendly, to me....I got along with more white people than I get along with colored people, cause colored people, I don't know--most of the girls, we can't get along, but I get along with white people and Mexicans and all of them better than I get along with them, better than any of these Negroes here.

Q: Why do you think that is?

A: I don't know, I really don't know.

Q: How would you compare the teachers?

A: All of the teachers out here was white, and the teachers white, though--except all these teachers out here act like they scared, though the kids--other schools I went to, they could discipline their class, the majority of them was white anyway, so....

Q: What about the way they taught?

A: They teach the same, just the same, the same....

Q: Do you--how do you compare the facilities? You think that you--would you say they have better facilities at School A, or at the other schools you went to, or some of the other white schools?

A: Work and stuff?

Q: Nah, the facilities, you know, the plants, the grounds, the books.

A: It's the same, really, to me it, I don't see nothing, 'cause, except for the, let me see, when I went to _____, they had, ah, their English books wasn't the same. They had volumes of the books wasn't regular English books, they had them like it was a reading class, but out here they have regular English books, but the rest of the material to me is just the same.

Q: Let's go back to the--to the sit-in at the beginning of the year. Why don't you tell me a little about what happened during that time, during the first part of the year?

A: What--when we first started school?

Q: Last year.

A: When they had the change of principals? What happened? Let me see, the leaders of it, you mean, or what just plain happened?

Q: Yeah, what just happened?

A: Well, first they had--they had a meeting during lunch. I guess they called it a rally, and everybody went to it. And then at the end of the school they said everybody walked out, and so we went to the football court. And the principal came out there, and they was talking about the--the demands. They wanted black principal and more--more, ah, better teachers and all that. And so then everybody went--no, everybody went--the majority of them went home, and they came back later on, and they just sat, they just sat in the office, and they said they weren't going to move until they get their demands, and then--Did you come to school? I can't remember who was in the school or not, but I'm pretty sure we did, but the majority of them was in the office just sitting there, and I guess they finally got, cause they got, they got out of office, and, and I guess you could say the class behaved a little bit better, but during the middle of the school year they still started--decided they didn't want to attend classes, and that didn't really make no difference.

Q: How do you feel about all that?

A: You mean just sitting around? To me it was stupid because they been going to that school, most of them have been going all their four years, and at their twelfth year they decide they wanted a new prin-

cipal, and so they go through all this to get a new principal; but still they gonna to still walk out of classes. Now what was the use of having a new principal when they going to still walk out of classes? To me it was stupid. They could've kept what they had, because they still didn't act no better, they still walked out of class, ran over to the (drive-in restaurant), act the same like they were crazy.

Q: You say crazy, is that the same people that made the demands?

A: Nah, it was _____, the president, that duped the student body and _____, and, ah, they were seniors, and they were the type that went to their classes. But I mean most them that went to sit in the sit-in and all still hang out of classes, so really weren't no use. But _____ and them, they got their point over, but the majority of the kids that was sitting in there, there were the main one that hung out of class and all, but--I guess they just sat in there to get their enjoyment out of it, cause they still hang out of class, so it really wasn't no use in getting no black principal.

Q: What would you do to really change this group and make it a school that you would really want to go to?

A: School A? Let's see, first of all, the kids got to straighten up. They need some harder teachers, and I really can't say, they need harder teachers, and they need to straighten up as students somehow, I don't know how, but they need to straighten up somehow, and harder teachers. I guess Mr. (black principal), he's O.K. if he had some teachers to back him up, 'cause most of the teachers don't like him.

Q: How do you know this?

A: 'Cause I was told, not my Math teacher, but my girl friend Math teacher. She told me that they would have a petition for something, I don't know exactly what the petition was for. They said all of the teachers had signed it and that Mr. _____ tore it up, and she said that he wasn't suppose to do that, 'cause all the teachers had signed it, so hardly none of the teachers like him. See, that's one reason. 'Cause the teachers or the principal, they really against each other, so if they against each other, then the students is against it, too. So it really ain't no excuse. They need teachers, better teachers, and they need a principal they--that school just need a whole new organization.

Q: Do you have any teachers that you are close to? Do you have a understanding?

A: My--let me see--my World Geography teacher, Mr. _____. Me and him was--I could sit there, and I could understand what he was talking about. I mean, I...was, that was about the only class I could really say that I had fun in, you know. Getting the work all done.... But other classes I got the work done and all of that, it was just any regular class, for in the class, do my work and go home, it was nothing to it.

Q: Do you think there should be a better relationship between the students and the teachers on the basis of getting to know each other more?

A: Yes, they can, but, you know, these kids out here, so they--how should I put it? I really don't, can't describe the words the--them--but they act, especially with their white teachers, they might as well they just don't have no part to do with them.

Q: What do you want to do after you finish high school?

A: I really don't know. At first I wanted to be a secretary, but then I found out I had to go to college, and I'm sort of sick of school, so I really don't know. But I think I'll go on for about four years in college. I guess a secretary will be something.... So I can have a degree.

Q: Have you ever talked to any counselors about anything about--

A: Uh-huh, I talked to my counselor, and that's about it.

Q: How do you feel about your counselor?

A: I really like her, she nice, she's really nice, I really like her, too. Like I don't have to go to her often, I get along with her.

Q: Does she call you in, or do you just drop in?

A: She call me in for the schedule, like we wrote out a schedule for next year. She called me in and talked it over with me. I was going to take Science A, she told me it would be better for me to take Biology.

Q: Take what?

A: Biology. So now I'm taking Biology and Algebra next year.

Q: Do you feel that your counselor knows you as a person on a personal level?

A: As a personal--

Q: As a person, or just knows that, she just knows you by--you know, your name or something.

A: Not really, 'cause I haven't been to her that often to really sit down and talk to her.

Q: Is there anything else that you would like to add as far as something you feel we haven't covered that you would like to say concerning School A?

A: In my opinion I think it need to be tore down and rebuild and get more teachers so that it could start all over again.

Q: You're taking part in the transfer program?

A: Uh-uh. My parents moved, I wasn't going to transfer. We were still in the--if our group still went to School A, but we moved, we moved to _____, so I'm going to _____.

Q: Why do you think you wouldn't transfer?

A: Because I went to School A last year, and if I transfer to another school, School A was sort of behind the other schools, and it wouldn't be hard for me to catch up, but I rather stay at School A where I know where we left off and just start over, instead of trying to catch up with other schools, so I would just stay at School A.

Q: How do you know School A is sort of behind?

A: Because that's what the teachers said that I've talked to, they said, you know. At the beginning of school year was where--the other class was keep on working--they were having the sit-ins, so right there it knock us behind, so I rather stay at School A not--I'm not going to it, but I hope it be better next year--this year--for the other kids.

Q: Do you--what--do you think it would help a school if some white students took advantage of the transfer program and transfer into School A?

A: Yes, it really would. I really think that there should be, they should integrate School A; but that's going to be trouble, too, so I leave it like it is.

Q: Would you attend School A?

A: I don't know, I just can't even describe them, they act as if, I don't know, they can't get along with white kids, so if you try, you know, if they integrate School A, that would start just another whole mess,

if they wanted to clear School A all Negroes again, just leave it like it is, I think they should have more white kids, 'cause most all of the white kids I know, they transferring out, going to a different school. You know.

Q: Why are they transferring?

A: Cause I guess they want better learning than School A can offer them, so they are just going to a different school.

Q: O.K. Thank you very much.

A Fifteen-year-old Male Sophomore

Q: Tell me, _____, what--what school are you attending?

A: School B.

Q: School B?

A: Yeah.

Q: Uh-huh. What grade are you in?

A: Sophomore.

Q: Sophomore. Do you have any brothers or sisters attending that school?

A: Uh-huh. One sister in the twelfth grade.

Q: Twelfth grade?

A: Yeah.

Q: Do you have any other brothers or sisters?

A: One brother and another sister.

Q: Uh-huh. Where do they attend school?

A: Yeah.

Q: Where?

A: My brother go to (local elementary school) and my other sister goes to (local junior high school).

Q: What is your impression of School B?

A: I feel that it's all right, you know, getting along with the white kids, you know, in class with them, uh-huh, but more--the teachers give, you know, the white kids more attention than the colored like me, like I be in class, and she say, "Raise your hand," you know, for questions, and I do it, and the white people raise their hands, she don't look at me, she look at them. So I don't get mad, I just say, you know, let them--next time come, so it was all right, you

know, as long as I be cool, you know, they don't bother me, I don't bother them, be all right.

Q: Do you feel you're getting a pretty good education?

A: Yeah, in some classes. But most the classes, like you go in--like my Math class, like I go into there to work, and they be making a lot of noise, you know, running around the classroom, you know, you can't hardly work in there, so I asked the teacher if I can go to the office and work, you know, in there. So sometime she tell me she can't let nobody go out, so I just take my work home and do it. You can't, you know, you can't learn nothing, you go into a classroom, and they make all kinds of noise so I just have to put up with it.

Q: Who's making that noise in that class, in the Math class?

A: Like everybody, mostly everybody, black and white.

Q: Mostly everybody?

A: Uh-huh, black and white.

Q: What classes are you taking next year?

A: Next year? Let's see, Typing and Food II, you know, and, ah, I think World Background, and P.E., ah, I don't know what else.

Q: Uh-huh. What about some of your classes last year? Did you have any major problems with any of them?

A: My English teacher, we didn't get along good, you know, and my Math class was all right, and P.E., and my Geography was all right.

Q: What about your English class?

A: My English class? I didn't get along with him so good.

Q: Why was that?

A: I didn't like his attitude?

Q: What are some of the things that he did?

A: Cursing at the kids, you know, and everything. We didn't like that, so we did it back to him. So he kicked me out of the classroom, then somebody else. So I didn't like that, so I know I went and got my parents, and they came down and talked about it, so we agreed on it, you know, that he won't do this no more, that we won't do it, you know, again to him unless he do it to us, so we did good.

Q: Is this a white teacher?

A: Yeah, all my classes, all of them white.

Q: Are there any--anything else that happen to you and the English teacher?

A: Nah, that was it.

Q: Uh-huh. So after you got back, you came to an understanding, and things were all right?

A: Yeah. Uh-huh.

Q: And you had to bring your parents down?

A: Yeah.

Q: Uh-huh. Did he send you to the office to see the vice-principal?

A: Yeah.

Q: What happened when you saw the vice-principal?

A: I told him everything, so he told me to stay in, he told me, "Don't go back to class." He told me to stay in till I get my parents, you know, till they come in and talk to him; so they brought me in and discussed everything so we got a agreement, you know, so everything worked out all right.

Q: What is your impression of the principal, vice-principal, the administration at the school?

A: How they are?

Q: Yeah.

A: They all right, I like them.

Q: Have you ever had any occasion to go in and see them to talk with them?

A: Nah.

Q: Do you have any black administrators?

A: I don't believe so.

Q: Do you know the white administrators well?

A: The white administration?

Q: The principal and--

A: I don't like to see them that much.

Q: Uh-huh. Do you feel that they know you?

A: Yeah, I think so.

Q: What about your teachers, do you feel that your teachers know you well?

A: Yeah.

Q: How do you--do you get along with them?

A: They all right.

Q: What about the students there? Is this--is School B--that's a all black school or, or what?

A: Nah, it's all mixed. Like they said that they was going to put all blacks students--all black students from School B all the way to School A and leave School B a white school. They probably didn't want it like that, they mixed it up. So it worked all right. It's all right.

Q: You ever have any--encounter any relationship with any of the white students?

A: Nah.

Q: Any interactions? Do you have any real close white friends?

A: Uh-uh.

Q: This is your overall, ah, school setting at School B. Have there been any type of conflicts between the white students and black students?

A: How do you--how do you--

Q: Have there been any like, you know, trouble?

A: Trouble against the white and black?

Q: Uh-huh.

A: Yeah.

Q: Tell me about that?

A: Everything--like something break out, they take it on the white person, like that, and, you know, get tearing up, so like, you know, the white people be all right so the black person, you know, don't get mad and tear up everything. When something get outta hand, you know, they're ready to tear up everything, you know, they're ready to fight, you know. If only everybody, everything, be cool, you know, something won't break out.

Q: Like I heard they--I heard window breaking--people were breaking out windows?

A: Yeah.

Q: How did that start?

A: Oh, oh, it was a natural (laugh). I don't know, some just got in like and walked through the halls. Some guy--people from School A was over there, so they broke out a couple, so they feel that they broke out theirs, we can too, so we just broke out a few.

Q: What reason did they--did they have a reason to break them out?

A: I don't know, they just started tearing them up. Tear it down, yeah.

Q: Did you participate?

A: Yeah.

Q: Uh-huh. Why did you participate?

A: I feel like that, that if something happen with, you know, the white people, so I figure out that I should participate with them, too. Those are my brothers so I was with them.

Q: Uh-huh.

A: But I felt that, you know, it wasn't right to do, but I went on and done it.

Q: What about some of the other incidents?...Why don't you tell--tell me a little about them? I heard that they had a fire in the gym or something like that.

A: Yeah.

Q: Do you know what happened there?

A: Nah. See, we was playing baseball that day, and we was standing over by the way, and I seen something smoking, I didn't know what it was. Then everybody started playing. I think the principal came--went over there. I looked through the little hole, and something had a black strick and was catching on there, and they called the fire department. They don't know who did it, I don't guess.

Q: Have there been any like fights between the black and white over there?

A: I think so, yeah.

Q: Have you ever seen any of them?

A: Uh-huh.

Q: How do they usually start?

A: Ah, shi--I don't know, I just like be standing up...like when I was playing baseball, we were in a lot, and two boys, I don't know, they hit them for somethings. They were walking. They musta didn't like them, so they hit them. I don't know, they asked them something, but I don't know what it was, and I seen two of them throw a punch at

them, you know, so they was behind something. So, they wouldn't let them go, so they told--so the other black brothers told them to let them go, you know, told them don't bother with them, so they let them alone. That's how most of the fights break out. They probably asked them something, if they don't get them a answer, they probably hit them.

Q: You guys have a BSU?

A: Yeah.

Q: Are you a member of it?

A: Yeah.

Q: What are some of the things the BSU is doing?

A: Trying to do every--everything for the--for the black--for the black people, you know, get everything organized, like these schools and stuff. If something break out they go over there and discuss about it, about hear everybody, let everybody have a say, you know, go up there and say something, how, how it should be runned and everything, so I think it's all right.

Q: How do the white kids feel about the BSU?

A: I don't know, you see, I ain't seen any of them over there before. They probably--I think they trying to get their own meetings together, like they say they have white power and everything, like they have their own stuff.

Q: You think this is good?

A: What?

Q: Having a white student union and the black student union too?

A: Yeah.

Q: Why is that?

A: We have ours, you know, like our stuff--like we agree if we--Like we with them, you know, if we do something, they ain't going to agree with what we do, it's best we have our own, and they have theirs. It's ain't gonna to work out, you know, against us and them too. It ain't gonna work out.

Q: Why don't you feel it will work together?

A: It ain't, I can tell that.

Q: Why don't you--why do you think it won't?

A: Because black people don't know how to get along with white people that good. They don't get along, just a few of them, that's all.

Q: Who's fault do you think it is?

A: Who's fault? I guess it's both of 'em.

Q: How do you think the teacher and the administrators at School B feel about the BSU?

A: I think--I think they feel it's all right. That is, if they heard about it.

Q: Do you have any--any black teachers?

A: Who me?

Q: Yeah.

A: Uh-uh. All white.

Q: Do you know any black teachers in the school?

A: At my school?

Q: Yeah.

A: Yeah, Miss _____. Miss _____--all black?

Q: Yeah.

A: Miss _____.

Q: How do you relate to them. Have you ever had any relationship with them?

A: Yeah, they all right, I get--get along with them good, they're good.

Q: What are some of the things you--

A: They got me outa--I was in some--some kinda trouble, she got me outa it. She got me out because I was good, we get along good.

Q: Do you think you're receiving a real top education, a good education at School B?

A: Not this good, because they ain't trying. They ain't trying their best to teach you real good. So I guess I wait to next year to see how it'll turn out to be.

Q: Do you think it will be any better going to a black school?

A: Nah, I think be at a all white, you know, mixed cause if--if you go to a black school, you know, they ain't going to learn nothing, you know. They be trying to tear it up, you know, they ain't going to

learn nothing. The people that are trying to learn, they gonna keep them from learning, like something break out, like--you gonna fall behind them.

Q: Do you think we need more black teachers?

A: Yeah.

Q: Uh-huh. Why is that?

A: Cause, you know, history and stuff like that they, stuff they teach you, you know, we already had that. We want, you know--we wanta learn about some black stuff, we don't want to learn white stuff, causa, you know, like--like the black man, you know, we want to learn about that, 'cause we get tired listening to that white man all the time.

Q: How do you feel this will help you?

A: I--I know it.

Q: I mean, in what ways do you feel he will help you?...Learning about the black man.

A: He can teach us more. I mean, you know, white man can teach us more too, you know, but he'll teach us about the same old stuff over and over, you know. Like we had--we get some of these, some of these history people way back in the past, you know, history and stuff, you know, different languages, you know, we catch on good.

Q: You feel a black man learning about black can help you later on in life?

A: Yeah.

Q: How is that?

A: You probably, you know, teach, ah....

Q: Have you thought about--about going on to anything? What are you going to do after you graduate?

A: I'm thinking about being a mechanic, you know, but they didn't, you know--I thought they had something there for you so you can learn something, you know, stuff to take up when you get out of high school. They didn't, so I'm going to try this year, you know, going there and ask them, you know, if they say go in books, you know, at the library, you know. And I'll read them so probably--so when I get out, you know, go on to college, you know, take that up.

Q: How do you think Blackology, learning about blacks...in what--what ways do you think it helps a person, a black person?

A: How, you see--

Q: I mean does it--does it make you, you know, feel good or....

A: Being black?

Q: Learning about black things.

A: Yeah.

Q: Make you feel more confident?

A: Uh-huh. You find some, like black being in a white man rooms, you don't see too many, you know, listening, you be jivin' around, talking, but if a black man talking, they listen 'cause he come there to get down to some business.

Q: Uh-huh. Do you think white kids should learn about black things too?

A: Nah. I don't know, they might not wanta to learn about no black stuff, you know. Like they don't get along with black people, you know, they don't wanta learn about black stuff like the black man wanta to learn about the white stuff, like that.

Q: What is your impression of the white students at School B? Do you think they like their economic situation? Can you judge that all, say--are they rich or poor or something like that?

A: They poor like us, too, some rich, you know. Some--some kind of poor like we is. Like we is over here, but they over there. We don't know that rich, some of them rich, and some of them poor on the welfare, you know, like we is, but, you know, ain't nothing wrong with that. We all, we both like that, so I heard that we, that we suppose to stick together, you know. Mean we the same, you know, they breathe the same air we is, so ain't nothing wrong with that.

Q: What do you think is the major difference in you?

A: Ah--

Q: Like what brings about most problems that they have in school between--between the blacks and the whites?

A: You mean what goes on?

Q: Yeah, you know, like why do you think black people and white people hassle?

A: Cause they don't get along together, you know, something always break outs, cause I don't know, I can't tell you about it, but that's how--I just watch them, how they react.

Q: O.K., that's out of sight, and thank you.

A: O.K.

A Seventeen-year-old Female Junior

Q: How do you feel about the white kids, about attending school at School C?

A: The white kids trying to be friendly with me and trying to get on the good side of the black kids over there, afraid of being called racist. And I get along with all them real well, because I feel, like while I'm over there, that I'm just hanging on one thin line in the first place, being over there on the transfer program. And then since I'm the president of the BSU over there, then I have to set a good example for everybody else. And when it come to things like how they relate to other black kids--like School A, for instance, when I was going there, it was hard to relate to the teachers that didn't ever talk about anything that was popular. Like I had a Art teacher, Mr. _____ over there at School A. Can I mention names?

Q: Sure.

A: He was constantly talking about things that are happening today, you know, current events, youth, clothes, records, and nightclubs, and everything. He had a friend who owned (San Francisco nightclub), and we'd be talking about who....

Q: Is he black?

A: Yeah, and being an Art teacher it was like--practically all youth digs colors in the first place, so we just, you know, that how well we get along. Now, there's a teacher over at School C, Mr. _____, Dr. _____, it's real hard for me to relate to him, because he has old ways of seeing things. For one thing he's very racist from the way he acts, really, cause I'm the only black person in my class, I was the only one in the whole school who was wearing a natural. And I was there for the first three days that he was teaching there. When it came time for him to ask who was all absent for yesterday,

he said I was absent. Now, I'm sitting in for the front of the class so I know that he can tell that I'm there. But he was telling me that I was absent. And he picks on me constantly because I'm the only blood there. Now the thing is, maybe I don't know Spanish that well, but there are a very few people that can.

Q: He is your Spanish teacher then?

A: Yeah, but he--he's picking on me constantly.

Q: Like how?

A: Well, like when it comes to--he asks a question, and he tries--for one thing, he tries to avoid asking me any questions. He tries to avoid speaking to me in the first place, and then when he ask me questions when he's going down the rows, or something, when he can't avoid me and it takes me--it doesn't take me any longer than four seconds to think about the question, you know, something simple. Before the teacher--he uses two seconds of it to tell me to <u>now think</u>! What are you doing before you say it? For the other two seconds he's asking somebody else and not even listening to what I said, and I'm the only person that he does that to at that school... (voices overlap)

Q: Are you the only black person in that class?

A: ...so, I just put up with it, because if I--I know if I go back to Spanish I, then I have to take Spanish II next year, and I don't have time to be taking another class in foreign language next year. So I just have to keep pushing on that. I could get another teacher, but it's too late now. But if teachers don't talk about anything that reaches to the kids, well, he's not truly a teacher. If he doesn't involve himself in the class, you know, and have discussions with the class, he might as well hang it up.

Q: What grade are you in now, _____?

A: I'm in the eleventh.

Q: What years did you go to School A?

A: Ninth and tenth.

Q: Ninth and tenth grades. Tell me a little about the differences in two schools you know, and how they apply to you. What things are different at School A than they are at School C now?

A: Well, I say, for one thing, it's the students. It's the main difference. It seems like since they were in elementary school that they were taught--they're taught better study habits, and they were taught how to get along in classes better, you know, without bickering, you know. You know, how black kids act in classes sometimes when they feel, you know, they get bored in class. It's very seldom that you find that. Now, in classes at School A where they'll be throwing spit balls back and forth in class. And it's not because the teacher has a lost discipline, you know, it's because they're more academic minded--is that the word?

Q: Well, it's the word if that's the one you want to use. I don't know, really.

A: And like it's kind of hard to go to class over at School C and just try to do what you want to do like you did over at School A, because you'll be the only one doing it at School C. At School A you sit up in class, you crack jokes and everybody laughs, and everybody keeps on cracking jokes all through the whole class, even though you might be doing your work on the side. But over at School C, you say something, people will laugh and that's the end of that. It's very seldom that I even see anything in the first place that's funny, you understand. Over at School A the teacher couldn't keep hold to the class very well.

Q: Why do you think that was?

A: Because the students weren't that interested. The only time the students would get interested, when you're talking about the race, and that's the only time. And then over at School A it was considered popular to be the joker in the class, and over at School C it was considered popular to be one of the kids with the highest grades. But that's because of what they were taught in the elementary grades. That's what's wrong with the school system (district of Schools A and B) now. That's the difference, biggest difference, they have a lot more school spirit....

Q: School A had a complaint about no cafeteria. Well, the teachers don't have any control over things like that. But one of their demands,* when they made their demands, was that they have a cafeteria

*Student demands at the first of the school year, mentioned earlier in these interviews.

to have hot lunches, and they weren't able to get this. This is because of the administration, you know, this doesn't have anything to do with the teachers. The teachers would probably like to see a cafeteria there. Well, that is just an example. Are there any things that School C had that School A does not have that perhaps the administration is the cause of?

A: Well, they have more recreational things.

Q: Uh-huh. Like what?

A: Like in the library, where at School A you just have books and just sit down and look at books and read and at School C they have video-tape machines, they have--yeah, they have the machines that you can look through, like, you know, they have record players, they have microphones. You can listen to records. They have a real large selection of records, and they have independent study classes, where if you don't have a period, you can just study what you want to study in that class. They have more buildings. I'll say girls' gym and boys' gym--more things like that.

Q: And all of them are things that School A doesn't have, right?

A: Yeah.

Q: What school do you enjoy attending most. You attended School A, now you're going to School C, which do you enjoy best?

A: Well, I enjoy going to School C. I enjoy it very much. What I enjoyed at School A, seeing all the black people there.

Q: How many black people are going to School C? Do you know?

A: I think around 39, I'm not sure...there's only a few really black students, really....

Q: How many students go to School C altogether?

A: I don't know.

Q: A lot of them. Tell me about the kids, the black kids that go to School C, the Negro kids that go to School C. Do they tend to stick together, you know, do they mingle, do they make white friends and run around with the white kids? Do they stick together?

A: The transfer students, I think there's around 15 transfer students.

Q: You're one.

A: Yeah. We all stick together. We have white people there that we

talk to and we meet up in class and maybe we go over to (local shopping center), which is across the street. There are some students there that live over in the area, some black students over there, that would rather not associate with the black students unless we're having a BSU meeting. We have a BSU meeting, most of them come. The students that don't like to consider themselves as black don't even like to consider themselves Negro. They just--they don't even speak to us. In a way, they're trying to build a little block between us, because they trying so hard not to be with us that it's, you know.

Q: As the president of the BSU, how does that make you feel?

A: I feel like they're going to do what they want to do anyway. And just as long as we have at least ten people at the BSU, that's all I'm worried about.

Q: Tell me about some of the problems. I understand they had some problems a few months ago, and I talked to--and tried to get the BSU organized. Tell me about some of these problems.

A: Well, people don't want to give up their lunch time. That's the only time we can have a BSU meeting, cause 20 minutes after, 15 minutes after seventh period bell rings, the bus comes. We don't have time to have any kind of a meeting, practically everybody has a seventh period, except the transfer students. And lunch time is the only time we could really escape those classes and being in this whitewash class constantly, you know, as much as we could relate to lunch. So at lunch time, we just want to get away from it all. They don't really want to go to any meeting, they just go to the bathroom or some old place, something like that.

Q: But you do have more people interested in going to the BSU meetings than you did when you first started?

A: Uh-huh. Ever since we gave a show last Thursday. It didn't turn out as well as we thought, but it has a lot of people interested.

Q: Was that the first activities the BSU sponsored?

A: Yes.

Q: O.K. Were you active when you were at School A?

A: You mean with the Black Student Union?

Q: Yeah.

A: Yeah, I was one of the founders there.

Q: Of tne BSU at School A. What about the one at School C, are you also the founder there?

A: No, _____ _____ is the founder, but they voted me as president, 'cause I was the only one there with experience, that's the only reason.

Q: What's the feeling at School C among the black students as far as BSU is concerned and as far as identifying with black is concerned? You told me about--now tell me about the feeling the last few years at School A and the differences in--so we can see, you know, the differences in the two groups.

A: Being at School C seems to pull us close, pull us together when it comes to BSU.

Q: Than School A?

A: Yeah, it really do, because when you, like it--you're the only--I'll say if there are only three people in a crowd of ten white students there, just three black ones, when it come time for everybody to mess with their own kind, the white kids go with their own white friends. At School A everybody is black, it's not very interesting, the parents are--and you can't say over at School A we're brothers and sisters, we're the only ones here, 'cause we're not, the whole school is black.

Q: Will you finish your high school at School C?

A: Uh-huh.

Q: And graduate. What will you do after graduation?

A: I hope to get a scholarship to college.

Q: Is that what you're working for now? I know what I wanted to know--classes. Are there classes at School C being offered that are not being offered at School A?

A: Yeah, I'm pretty sure.

Q: But you don't know which ones or which kinds?

A: I think the public speaking is, that's what I'm taking right now.

Q: Does School C have a Black History class?

A: Sort of. They have a minority history class that's right now in the process of having a--a semester of black history, or a quarter, some unlikely thing that they don't really know what they're teaching.

Q: O.K. One last question, _____, and I'm going to let you go. You are about as aware of the problems, the kinds of problems that go on in disadvantaged schools, or schools in disadvantaged areas as anyone your age could be, I think. What do you attribute these problems to?

A: To the way the schools are being run, I guess. That breaks all the way down to the education.

Q: Or all the way up?

A: All the way up, 'cause it all starts at kindergarten, then it goes to first grade, second grade, all the way through primary on into secondary elementary, junior high, and high school. It doesn't show that much, but it's there, because when you don't know, when you don't learn habits, you have--the teachers don't have a good relationship with the students when you're in elementary school, then you might as well forget it, man.

Q: Do you think in going to School C that you will be better prepared for college than if you graduated from School A?

A: I feel I'd be better prepared for college if I were to have gone to School C ever since I was going to school, like I'd be ready for college right now.

Q: That's right, I know what you mean. O.K., _____, good luck, and I hope you get that scholarship.

A Seventeen-year-old Male Junior

Q: My name is _____. First of all, tell me, what school do you attend?

A: School A.

Q: What grade are you in?

A: Eleventh.

Q: Do you have any brothers or sisters?

A: Yeah, two brothers.

Q: Where do they attend school?

A: Both of them will be going to (local junior high school).

Q: Tell me about School A. What is your overall impression, how do you feel about it?

A: The way it is now, everybody, you know, turn and go to another school, you know, because it's all black and stuff. They think they're white,

stuff like that. In a way it does seem like people don't act right, you know, they just trying to play the part who can get your hard time when they don't even care about you.

Q: All teachers are like that?

A: Like the teacher _____had was a very _____ teacher _____ whether you do it or not. (Blanks indicate inaudible words on tape.)

Q: Do you have any specific ideas in mind that you....

A: Some--some--some just really don't care.

Q: The teachers?

A: Yeah, you know, the school doesn't have to go to much--if some of them tried and some didn't.

Q: What are some of the courses you took last year?

A: World Background, Algebra, Drafting, Art I, took Plastic, P. E., and English.

Q: Uh-huh. How do you feel about your classes?

A: They were all right, you know, some of the teacher, like the first _____ teacher was a real good teacher, she maked you work and stuff, you know. Some of the teachers don't have control of their students like she did, you know, she'd make them work, and she'd require it, you know. The other classes I go to, it's just a lot of noise. They'd be talking, the teacher would be one of my black teachers, she didn't care whether you talked or nothing. She walked on us two time, you know.

Q: She did what?

A: She walked out on us two times when she was teaching, you know. She got all mad, she'd just walk out of the class, she didn't give a damn, you know, about us, she walked out on us twice and started crying. We didn't want to do some poems, you know, so a cat really started talking about her, you know, "We don't want to do these poems, because we don't think it would help us right now," you know. She got all pissed off, she started--she started saying, "If you don't want to do this, I don't care, I don't care less if you want to do this or not." She just walked out. She didn't come back for two days, and a cat came out here to help people, and different substitutes, they didn't know what was going on either, you know, young substitute teacher at School A, you know, they couldn't do nothing because some of the cats took over them.

Q: What about your other classes?

A: It was pretty fair, yeah, Algebra was a pretty fair cat, you know, a black teacher. He was pretty uptight about some things. We had this one girl in there, you know, that really got pissed off in that class, but I hardly took that class too much in a way.

Q: Are there many black teachers at School A?

A: Not too many. More white.

Q: Do you think there should be more?

A: Yes, I think there should. I think the students could get a better understanding with them if they have a black teacher there.

Q: Do you know if there are any good white teachers at School A?

A: There are some that are good, they really try, you know. I've never had some of the good white teachers there, some people say there are some really good ones that they have, you know, say they are pretty good teachers.

Q: Have you ever thought about going to a integrated school?

A: No, I never thought about it, but I wouldn't mind. I never did want to. When they had the transfer things, I never did want to transfer out of School A or nothing like that, I just--I wouldn't mind going to a white school or nothing like that, I just thought that if I had--I just thought the school would be closed down, and then I wouldn't care if I had to go to any school or not. I didn't want to transfer out or nothing like that.

Q: Uh-huh. Why?

A: I really don't know.

Q: More specifically than that....

A: I just didn't feel like transferring, you know.

Q: Do you think that you'll get a better education at a white school?

A: I think they just all the same. I guess--I mean, white--I don't really think so. Yeah, if the same teachers and the same students have good attitudes you still get a good learning in any school, I guess. They make it seem that you can't, but you can, I guess, in a way.

Q: Uh-huh. So you think that School A is preparing you quite well? For what you want to do later on in life?

A: Not, not that you're hearing--it's not like really be prepared, because of all--a lot of things are going on at School A that you don't hear at other schools. They're probably keeping it a secret or something, but they publicize School A a lot, you know, try to make it seem, you know, bad, you know, or something, stuff like that. Since I've been here I've seem--seem to be a pretty good student. I do my work, you know, pretty good and stuff. I probably would be better off going to another school, I don't know, but School A is all right, you know. Since, you know, all this trouble been going on here, you know, you can't get too much here, you know. Some of the dudes think they're cool or something, you know. They skip class and stuff like that. I use to think that was cute, too, when I was in younger grades, fifth and sixth, you know. I figured who wanted to be cramped in class and stuff like that. Now, I don't do that too much no more.

Q: What do you think could be done to improve the situation?

A: At School A?

Q: Uh-huh.

A: It seems to be a lot of changes, you know, but I was all for this that they should close it down for a year or something like that. Then, you know, do it over again, you know. Open it again, you know. I would always look in the paper if they were going to close it, stuff like that, because I thought they was, because it did seem to be a pretty good idea. I think they should do that, just go--you know, just give it a try to see, you know, try to, you know, rebuild it and try to give new courses and stuff like that. They have a better chance to work on it for a full year or something, they could open it under a new name, or something like that.

Q: What would be some of the type courses you feel they should have at School A that they don't have now?

A: Let's see. I never did think about that. Some courses about computers, you know, technicians, a lot of things, they should have a lot of courses there. I think a lot of people would be interested in them, just working with--and kind of mechanics or electronics thing, anything like that, because those things can get a real good

job today, high paying job. I'd like to be one of those, you know. At School A you can't hardly, you know, you can't get the learning there, you know, to be one of those, or anything like that. But I wish they did have something like that, computers, electronics, a lot of mechanics, stuff like that.

Q: What about the discipline at the school? Do you think--what do you think should be done about discipline?

A: I really don't know, but discipline don't seem to be too much of a big thing. Some people get suspended. A lot of people like they don't have to go to school for so and so, they be over to (nearby drive-in restaurant) and stuff. I really don't know what they should do, but I don't think they should be suspended. Some of them anyway, they just be out of school on a little vacation. They should be in school. They ain't never been in school, or nothing like that. I think they should try to keep them in school and--they really can't talk to these guys they shine it on, you know. It don't mean nothing to them. I don't know if anything could be discipline to them, anybody, you know.

Q: So what would you do for them, you think?

A: I don't think they really care. It's no hope, just try to make them go to school, you know, or something. Like if they cursing or fighting, teachers cursing at them, and then send them to the principal. A paddle, that ain't nothing you can really do. You don't want to put them away or nothing like that, you know, you want to be out and see them all the time. I don't think it's a thing you can really do.

Q: What about the overall attitude of the school? How would you evaluate that? The way the students feel about the school?

A: I don't feel--I think a lot of them feel proud of the school and stuff in a way. Some of them don't. I don't know about that.

Q: How would you improve the school, the students' attitude, the school spirit and things like that?

A: Like--you mean games. Spirits, I'd like them to have a lot of things that they wanted to have as much as possible, you know. Like now we won't have no football field, you know. I mean for varsity games.

I'd like to have games here instead of going to them other schools, you know. Like I don't like how they have varsity games, because they be going to all them other schools and stuff, traveling around. It would be nice if they had one at our school. I think if they really wanted to have other things, stuff like that, they seem to have a lot of games there, stuff like basketball, they have a lot of spirit at basketball games, they have a good basketball varsity team. Pretty good. Like that.

Q: Do you guys have a BSU at School A?

A: Yeah, I think we do, I never--wasn't in it. I think they had it at the end of the year or something, you know. I don't--they didn't have it at the beginning of the year.

Q: I heard they had some changes last year at the school, you know, change of principal. How do you feel about that?

A: In a way, it really didn't make no difference. I mean, they kicked the white principal out. I think he could've stayed, and all of the--'cause, you know, principals.... They could be one principal could do no more than another, I guess, you know, like trying to get things done for the school, you know. I think all any principal can do is try to do as much for the school--whether you black or white, it really depends that you care a lots, I guess. Some people just disagreed. They just didn't like him, they just started calling him all sorts of names, like the first of the year nobody went to all these sit-ins or stuff. It seems to me--I was only there one year--he seemed to be a good all right principal. I never did know him personally or nothing like that, it seems he was trying to do what he could do. Some principals--like the principal when I was there wasn't really too much. For myself, like I really didn't care for him.

Q: Why is that?

A: I just don't--it not because he was black or nothing, you know, I go for him, you know, I just personally didn't dig him too much. I really--it really don't matter what principal we have at the school, you know, to me, 'cause anybody could be a principal. Not anybody could be a principal. They could put anybody up there to get him out.

Q: Has the new principal done anything that you specially didn't like?

A: No, he hasn't did anything, not personally, not like that. He hasn't did nothing against us. And I feel the same kids talk about they wanted to get rid of him. I heard, 'cause he hasn't been on his job or nothing, like that, something like that, so I heard, stuff like that. He really haven't done nothing much. He's trying to get something started this year, try to get started all over again, to get a fresh start at--because he came at the end of the year or something like that. It's not much he could do then.

Q: Do you have any white friends?

A: Just a couple.

Q: Where do they go to school?

A: I don't know. Some where I worked at, I just know them. The only time I see them is when I be at work. I work at some kind of car wash they go to (name of town). I use to have some white friends a long time ago, not now, not too many. I don't really care for them too much.

Q: You say what?

A: I don't really talk with them too much. I never have no close white friends, nothing like that.

Q: How would you compare the type of education that you're getting with the one that they're getting?

A: I really wouldn't--I guess they're getting a little better. I guess--at least they think, you know, that they're going to a different school. I think they think if they go to a better school, 'cause they go to another school, they don't go to School A, or nothing like that, you know. They think they're better, you know. They all could be the same, just, you know, whoever do their part like they should.... I think things will be better at School A this year. I think everybody should get a understanding, you know, try to do what they could do, you know, to prove to people what they say and...stuff, it ain't true, not all of it, you know.

Q: Is there anything that you have in mind that we haven't covered so far that you'd like to mention in regard to School A?

A: I have them on the tip of my tongue, but I can't get them out. I think--I can't think of none right now.

Q: They had a tutoring project involving the college students.

A: Yeah.

Q: Did you have any tutors in any of your classes?

A: Yeah, we have some tutors in my Algebra class. There were about three tutors, from (local college).

Q: How do they work out?

A: It worked out pretty good. Like they usually work in groups with them. Like when we have a subject, the teacher write on the board, and he would explain a couple of problems or stuff, and we had about three that break up in groups, and the teach--the tutors would really trouble the teachers and stuff like that. I did work out and stuff, you know. It do seem like they could get to you, but the younger they get to the young people, better seems like. It worked out all right.

Q: Were these tutors black or white?

A: They were black, yeah, all the ones I know.

Q: You feel they related more to the young black?

A: Yeah, I think I did. I think I did, 'cause seemed like they really cared more, you know, they seemed to really care more. I think any white tutor, they probably wouldn't cared. The blacks they probably go to School A pretty bad. They really--I think they really tried to do what they really could about it, they at least helped. They really helped, you know, they really did try.

Q: Did you guys have Black History course at School A?

A: Yeah, we had a black subject.

Q: Did you take any courses?

A: Nah, I wasn't in any of them.

Q: What do you plan on taking next year?

A: I can name you one of the courses, it have to do with operating television cameras, one of those courses. I think I'm taking Typing, most of my electives. I forget to mention German and regular courses. I regularly take P.E., English, you know, I probably take...I don't know, I probably take Geometry for my electives. I'm going to have to take Algebra over, I guess. I might take it over.

Q: What do you plan to do after you finish high school?

A: I really haven't thought about it. I mean, I should be thinking about it. This stuff, you know, I really haven't thought about what I'm going to do especially. I think I could get me some kind of good job, something like that.

Q: Have you considered going to college?

A: No, not really. I might go, I've never thought about it really, but I think I'll prepare myself in case I want something like that, see if I make it.

Q: Have your counselors ever helped you at all?

A: No, not really, not for anything, for anything, especially for that.

Q: How often do you see your counselor?

A: We usually see them--they usually send us slips. If the counselor request they want to see them, something like that, I usually mine. I say twice a month, something like that, or that's when I need to see them for maybe a schedule change sometime.

Q: Do you know any of them real well?

A: No, I didn't know any of them real well, they just know me by name, you know. Not real well.

Q: Are there any teachers that you know well?

A: No, not really well. There's just one teacher, just one teacher, a black teacher. I guess I know him pretty well.

Q: Who is that?

A: Mr. _____.

Q: What does he teach?

A: He's a Algebra teacher.

Q: What are some of the things that you guys have done together or talked about?

A: We just, you know, we just talked about something about the school. Sometime, maybe I just come in and see him work after school, you know. We'd stay until three or four, maybe to three or four, we really don't do nothing, anything, together, you know, but I just don't know.

Q: Do you think the teacher should make a larger--a better effort to get to know the students?

A: Yeah, I think that would help. Yeah, I think they should. I think they should. Instead of talking about it, I think they should.

Q: O.K. I think--do you have anything else you would like to add? As far as School A is concerned? What about transfer? I know they have a transfer--I heard you mentioned a transfer program. How do you think the school would be if some white students transferred in?

A: I think--I really don't know. I guess it would be--I think it would be all right to say, like get to know each other real good. I mean, I think it would work out kind of pretty good. I really can't say, you know, can't give too much thought to it right now.

Q: Would you want this to happen?

A: I think it would be all right; I really wouldn't care, you know. It would be all right if we had some. I'd like to see how they work, you know. I think it would be evened out, you know. Like half and half would work out pretty good at School A.

Q: O.K. Thank you very much.

A: O.K.

A Seventeen-year-old Male Junior

Q: What grade are you in?

A: Eleventh.

Q: Eleventh. What do you think about School B? You've been going there for three years now, right?

A: Yes.

Q: What do you think about some of the things that are happening at School B?

A: Some of the things, I think, you know, are pretty well taken care of, you know, like some things--we're not like School A, which is mostly an all black school. We sit in our classes, you know, with white, you know, which like you could say is mostly all white, you know, except for about 350 blacks. So, you know, they gotta teach--say to us, you know, like School A, I seen how it's been there, you know, the teachers they don't care what you do. You can do anything you want to, but not at School B in your class because if the white kids there, and them old white kids, they want to learn, too, you know, so they gotta teach you.

Q: Uh-huh, they have to teach you. You saying that if it was an all-black class, they wouldn't have to teach you?

A: Uh-huh, they just wouldn't care.

Q: Uh-huh. You observed this?

A: Uh-huh. Yes.

Q: At School A?

A: Uh-huh.

Q: What was the situation? What were the circumstances of it?

A: Well, just guess classes over there--and I'm just describing the way I've seen it now--just disorderly, you know. Kids running in and out, smoking in class, doing what they want to do. You might say, the counsel--you just learn what you want to learn, you know. Nobody can really make you do nothin'. But over there, you know, you sit around with this kids, they're there in your class, the white and blacks and everything, they're mixed together, you know. In most classes there are more whites than there are blacks, you know, about two blacks in that class, you know. I think I really learnt a lot in that class, you know.

Q: Uh-huh. So you think that--you don't think it makes any difference whether or not you are the only black in the class, or it feels better to be the only black in the class?

A: I think so, you know, because I learns a lot, you know.

Q: Uh-huh. Have you ever encountered any situation where a teacher, you felt, didn't do you justice because you were the only black in the class?

A: Well, my English class, you know, I'm not the only black, but there is one more, you see. It didn't seem like he took enough time with us, you know, to explain things. I just didn't like--I just didn't like it, you know. Like I would ask questions, sometimes I wouldn't even get an answer, and I just didn't like that at all.

Q: Uh-huh. Have you ever encountered any other situation like that... in any of your other classes?

A: Ah, I had one class...in my Algebra class, Mr. _____, he's somp'n else. He runs his class just like an army post. Everything's real strict. You do the things like he say to do it, or else you don't do it at all. I just didn't like the way he was just too strict.

A minute late to class, you know, and he'd dock you for that. Things like that, I just didn't like that.

Q: What about the administrators over there?

A: The administrators? Well, like Mr. _____, I don't like Mr. _____, he somp'n else, you know. He's nice, like when you meet him down the hall, but when things is happening, like kids is breaking windows and things, he don't even know you then. Like our black administrators, they're--they are real nice, you know. I remember a situation when...one of my friends, he got his money stolen, you know. He left it inside the bathroom in this wallet. And, you know, we all sittin' around talkin' about it, so you know, the administration--our black administrator offered to help, you know. They say, like us, we'll all put in a little bit, you know, so to help him get his money back, you know, and I thought that was--that was out of sight.

Q: Uh-huh. Do they have any--you mentioned they have black administrators. Do they have any--many black teachers?

A: Let's see now, I--yeah.... I'm relatin' to myself. I have, ah, I have a black P.E. teacher, I have--I did have a black Typing teacher, and, ah, a black World Background teacher.

Q: Uh-huh. And you feel that helps you or in any way--how do you feel about the black teacher?

A: Well, like my World Background class, you know. We use to think that, you know, us blacks, you know, we set off in a corner by ourselves, you know. I don't know why we did this, but we just did this. And, you know, we would always talk, you know, but it seems the white kids would talk more than we would, but he would always tell us, you know, to be quiet. Always us, you know, he couldn't care less whether they talked less, and, you know, we routed him about this, you know, cause he was always tellin' us. I remember once, you know, I got--I got disorderly, you know, like I say, so he sent me to Mr. _____, and then, you know, he wanted to talk to me. After school, so my black teacher he was talkin' to us, and he said he wanted...we askin' wha-wha-what the reason why he always told us to be quiet, and the white kids they could always talk. He said--he said he wanted us to learn

something, you know. He--like he took time with us to do things like this, you know, and that was out of sight, that was bad.

Q: You mentioned window breaking and things like that. Have you--What--what brought about situations like that?

Q: I remember one situation when the girls wanted to wear pants, and, uh...the administration they didn't go for this. Some mornings, they were real cold, you know. The girls they--they like to wear pants. So the administration said, "No," just right off hand, "No," no pants at all. So then one morning all the girls wore pants.... This is white and black together, right?... They all wore pants. And some of the girls got sent out of class and things like this, and then something started.... Somebody broke a window, and things just continued on. And then slowly faded off the next couple of days, you know. They didn't mind. They even let the administration women wear pants, you know, in the mornings if it was cold.

Q: Have there been any other situations? And problems?

Q: Well, we have one problem.... With our buses, you know. It seems--it seems that things, like they fall in on us. Like the white kids have buses and we didn't, so they want a two-mile limit or something like this, you know. I'm not positive about it. And us, we didn't have buses. We'd walk to school on rainy mornings.... Things like this, you know. We just--just didn't want to walk to school. Girls.... The situations just came about because the white kids had buses and we didn't, and we felt like that if they had buses, we should have buses, too. About--I guess about one evening, when the white kids' buses were going to take off, everybody gathered around and sat in front of the buses so the buses couldn't leave. That--I think that was real orderly, that part was. And then the administration just didn't show--just didn't show like they cared, you know. They got in their cars and took the white kids home, you see. And so, well, then the trouble started. Then started jumping on white kids, beatin' them up, breaking windows, things like that. And then the school's attitude changed. They--our mothers and fathers came down, you know, we have a dance club, they came and

they helped us out, you know. So we finally got the buses back. I seen one thing, you know, that me, myself, I seen--I mean, one morning I was walking to school, and they said, you know, that we were so far back, you know, that they wanted the kids--some of the kids lived in (nearby city), so they had to have buses, that was all right. I remember one morning I was walking over here, and there was a bus over there. And I know that was--that was real close to the school. So I said, why can't we have buses, we're farther back than they are, just right over the bridge, you know. I just didn't like that at all.

Q: You mentioned the white kids have some of the things the black kids don't have. Do you see any evidence of that, like in school?

A: Well, I'm not sure. Oh yeah, there is one thing that we have, that they don't have. Well, like, you know, we have a black students' union, that was started by (black student), I think it is.... And we--they let us have meetings in the school, you know, inside the gym certain times, you know. And we had a black--a black history week, and the white kids that--when they started--they tried to start their own white student union, they wanted to have their white week, and administration didn't--didn't allow this because it faded out. The white kids themselves took a vote on it, you know, and they felt like, you know, they should have it. They didn't get it, but we still have ours, black week, and things like this.

Q: I want you to tell me about your impression of white kids, what do you think about them?

A: Well, I like some, you know, I'm--I don't hate white people. There are some, you know, I just don't get along with, and there are some I do. These things I think you can expect, that's right.

Q: Can you make a generalization about the white kids there, their attitudes or their economic status or anything?... Just an overall generalization?

A: I can't.

Q: What are some of the things that BSU is doing? You mention, the Black Students' Union.

A: Well, I went to mostly all of the BSU meetings. First of all, you know, when we were first getting started things weren't so hot, you know. Then it sorta quieted down during the middle of the year, we really got down to business. Like some of the older kids, you know, would come over in the morning time to help teach some of the kids at (local black elementary school), you know, who were hard to learn, you know, so they say, and helped them to really get down to study. I thought that that was bad. We planned picnic, that is, overnight stay. I forgot the name of it. And generally we talked about the things which we needed, we wanted, and how about going ways of getting them, or were we going to sit down and talk, or were we going to get up and get some action.

Q: Do you think there was anything the BSU should have done that they didn't do?

A: Well, yeah, I think there was something like college plan at school. If I hadn't found out this, you know, I--about the college I wanted to go to.... My counselor didn't tell me. Actually, you see.... I was downtown at a bookstore, you know, they had these little college things, you know, that tells about the colleges, and I just happened to look through it, I saw a lot on, ah, the college, and this is the one I want to go to--Oregon State. I like this college, and this is the one I want to go to. I went to my counselor and talked to him about this, you know, this school. They didn't seem like they--they didn't take enough time with me to tell me about this--really more about this college. I thought that the BSU, if we had got together and would of did something about this, then--then everybody could have known about the college they were going to instead of taking these little crap courses like little shop and thing, stuff like that, you know. Which weren't really going to help you--help you get into college. Because you need Spanish and Science and foreign languages and things like this. And most of the kids weren't taking these things, you know, and when they get out of high school, they want to know why they couldn't get into college. So I felt like the BSU, we could have did something about this.

Q: What about the counselors over there, what do you feel about them?

A: They called me in about four times a year, you know, a school year, but that's not enough, you know. When you wanted to see them, you had to wait your turn, you couldn't see them. I went to one, you know. They had one meeting which all the kids got together and talked with their counselor about this and see how their grades were doing. This was all right.

Q: Do you have any black counselors?

A: I don't, no.

Q: I mean--I mean, are there any black counselors in the school?

A: I think there are one or two, I'm not sure. I feel that if I did have a black counselor, I'd know more about the college I wanted to go to and things like that.

Q: You say you decided on Oregon State? Why--what impressed you about that school?

A: Oh--oh, I don't know. I know a lot of people who told me things about Oregon State, and they seemed to like it, and everybody seem to talk--talk good about it, that's all. I decided to go. It seems a nice college. I'd like to go to it.

Q: Do you think you've been prepared well in high school?

A: Not well enough.

Q: Not well enough?

A: See, I been taking some pretty good courses, I've been doing good, you know. I haven't been getting D's, haven't been getting C's. I've been getting A's and B's. I worked, I think I worked real hard; I--since my counselors didn't want to help me, I had to prepare my ownself, you know. So I got these brochures at a book thing that showed the college I wanted to go to, so I did my own--I got ready. See, I signed up for the course that I should take, even though the counselor didn't help me, I had to do it myself. I learned things like this, I had to help my ownself. I prepared my ownself.

Q: What courses are you taking now?

A: Right now, well--or when school start?

Q: Yeah, when school start.

A: I'm taking Geometry, Science, that is, laboratory science--whatever they call it, English II, P.E., I'm taking Drafting and, ah, something else, oh, World Background, World History, you know, after it.

Q: You will be taking Black History?

A: Yes.

Q: How do you feel about that?

A: Well, you know, this will be my first time, you know, 'cause this will be the first time the black students--we got this course started, you know, ourselves, and I've heard some of the kids wouldn't even go. They wanted it, but they wouldn't even go to the class at all to--see what it was about, anything like this. I want to go, because I want to learn about my black people, what they did and things like this. People could teach me white all my life, white this and white that. I want to learn about my people.

Q: You just mentioned people teaching you about white, what about this white history that you mentioned earlier?

A: It didn't pass. None of--the white kids themselves voted it down, say they didn't want it. They were willing enough to talk about it and start it. 'Cause we had our, they wanted theirs, we just don't have a chance to show ourselves. But, you know, they have white every day. Except during black history week, we think black, we think black all the time, we stress it a lot more, you know, we wear our bobe shirts and things like this, we dress black, we show black films, and things about black art, and black culture, how the black people lived and things like this.

Q: Do you think you would have more of an opportunity to express your blackness if you were going to a all-black school?

A: Well, I'm not sure. I, myself, this is what I think. I don't think I could learn in a all-black school, I don't know. 'Cause when you're in a all-black school, you know, you want to get with the crowd. You just do some of the things the crowd do, you know, does. You might not really want to do, but since you're with the crowd, you're going to do it anyway. I don't think--I don't think I'd like it.

Q: What about the relationship between the black and the white kids at a integrated school? How do you feel about it?

A: Well, I get along pretty good with it, you know. I've seen some instances where they don't even want you to touch them, they don't even want you to be around them. So I say that's cool with me, you know. I could care less about--and I've seen kids who just, you know, hang around together, and--but then if they see--if some of the black students see--if they see you talking to a white person they will haul off and call you a tom, things like this.

A: O.K. Thank you very much, this has been a very good interview.

A Fifteen-year-old Male Sophomore

Q: Tell me, what grade are you in, and what school do you attend? I am also interested in the subjects you like best.

A: I'm in the ninth grade, and I go to School A. The subjects that I like are Math, Art, and World Geography. The reason I think I like Math is because, you know, I'm planning on going to college after I get out of high school, and when I get out of college, you know, I'm going to try to get the best job, you know, that I can. And I know that whatever kind of job I go to get, you gonna needs to know some Math. And I'm trying, you know, to get now all this that I can, you know, while I have the chance to get it now. I also like World Geography because I'm learning, you know, about the world, and about, you know, the people and customs, you know, of people all over the world. And I'm learning about the features and things that are in the earth, and, you know, just learning about the world. I also like Art. I think that the reason I like Art is because I think I would like to be a comic editor when I grow up. I would like to own my own company, and, you know, put out comic books every month or so. What I'm doing in art now, I am learning how to draw, you know, people. I think I'm not too good in it yet, but, you know, I'm trying, because I know that, you know, if I will be a comic book editor, I'm going to, you know, have to know a little of this. After I get out of high school, I'm going to college and take, you know, four years of it at least. And after I get out of college, I think then I'll try to get it, you know--get on a paper and help write comic books until I have

enough money to have my own company. The reason I'm going to college is, because just in case I don't become a comic editor, I want to have me a job where I'll be able to sit at a desk. And I know in order to do this I'm going to have to have--to know a little, you know, of everything. So, you know, I'm going to college and learn as much as I can.

Q: Can I ask you a question? Do you feel that you will be able to do the things you want to do in life if you get the education?

A: Yes, I think I'll be able to do it, because if I have the education I know that, you know, there shouldn't be, you know, nothin' to stop me, you know, if I have, you know, the will, you know, to go on and do it. And plus, you know, I know what to do, well, you know, then I should be able to do anything I want to.

Q: Well, the reason for asking that, you know, we've been having problems between the blacks and whites, and we'd like to know if you feel that this will have any bearing on you as an individual. This racial problem, being black, you know, and so many times that-- And I'd just like to know if you feel this would hinder you in any way.

A: You mean being black?

Q: Yes.

A: I think that maybe once it probably would have hindered me, but by the time I am old enough, you know, to start looking for a job, I don't think that because--you know, black people are just starting now, you know, trying to get more respect from everybody, and I think that when I am, you know, old enough, I think that I would be looked upon, you know, as a man, you know, not a boy. You know, acting kind of Charles Bright, you know, nothin' like this. Cause, you know, I'm going to school to get everything I can, and I think that being black...you know, can't do....

Q: Has no bearing?

A: Yes.

Q: I'd also like to know how you feel about now.... How should we go about getting this thing that we're trying to get now, you know, as black people, you know. To be recognized, and not having the problem of being black if you have the proper education. Do you think we're going about it right, or do you think we're doing something wrong?

A: I think, you know, that in order to be recognized, you know, we got to first start learning something. You know, we've got to get on the books. And then, you know, when we do want to say something, we can express ourselves, 'cause we do know something. Being black, you know....

Q: Actually, you're saying that you don't think this is the hang-up--the hang-up is education.

A: Yeah.

Q: I don't want to lead you in talking to you, but what are some of the dislikes you have found, say since the time you started school and now, some of the things that you ran into with the learning, you know.

A: I haven't had, you know, too many things that were, you know, hard for me to learn in school, except English, I guess. I guess, maybe, you know, when I was in elementary school, I think maybe I wasn't taught right, because, you know, this is how come I maybe didn't grab onto it as easy as the other subjects. So maybe this is the reason that I'm not doing so well in English now.

Q: Have you tried to find a way to solve the problem that you have in English?

A: I have been, you know--started going to tutoring class after school, getting help, and you know, I think it's started to help me a little bit more. You know, I keep on going there, plus getting help at home. Well, you know, pretty soon I'll be able to grab onto it.

Q: Could you tell me how you feel about some of your teachers--the teachers at School A.

A: I think that most of my teachers are all right, except for my first period teacher. I think that maybe--he's my Math teacher--I think that maybe, you know, he kind of chooses favorites in the class. Like, you know, last quarter, as far as report cards. I know that I've been getting better grades on my tests, on my papers, and everything, than this other boy, and when report cards came out, he had an A+, and I had a C+, I think. This thing, you know, that I've always--thing I had against people. Most of my other teachers are all right, I guess. Maybe my English teacher, maybe he's doing something wrong because, you know, it seems like that the tutors,

I can learn better from them, and at home, and by myself, than I can learn from the teacher. This teacher, maybe he's going about it the wrong way, that I, you know, I can't understand him.

Q: Have you ever talked to anybody about it? Have you ever talked to the teacher?

A: No. I was going to talk to my counselor about it, you know, maybe if I could get in another room, 'cause, you know, I got to learn it. And, you know, I got to get in another class so that I can learn it--if he's not teaching me right, I am going to get in another class, you know, so that I can learn it.

Q: Also, earlier in the year they had a change of principal. I'd like to know from you if this helped the school, or do you think, did it hurt?

A: I think it helped. I think it helped on the racial problems at School A. I also think that, you know, that since that happened a lot of the black students are now, you know, trying to learn more than they were before. This thing that happened at the beginning of the year, I think that it showed, you know, showed something to them, you know, that they are black, and, you know, in order to get to be something in the world, they're going to have to get something at school. And, you know, I think that it was all right, really.

Q: Do you like this new principal?

A: He's all right to me, but I think that he might be, you know, sort of strict--I don't know if they was rumors or not, you know, going around the school. But he was talking about--this what some of the other students were talking about, you know, that you couldn't wear loud slacks and other--you couldn't wear leather jackets, you know. And, you know, all the other kinds of rumors. And, you know, when I first heard this, I thought he was kind of strict, you know, he talked a whole bunch of stuff--this is what I thought. But now, since he's been there a while, I think he's really going to help the school--you know, he's going, you know.... School A has always been, you know, sort of like a low-class school, I think, but I think that if he's going to help School A be recognized.

Q: Say, I'd like to ask you another question. This is kind of personal, but would you like going to a segregated school?... Would you like going to a segregated school?

A: Well, you know, I don't think there's no harm in it. But, you know, of these segregated schools, you know, we're trying to get together now, and we don't have no segre--segregated...schools, you know. This is not going to help the problem any, you know, cause it's showing, you know, that we don't want to have no part of them. You know, we don't want to be--you know, have nothing. If we have things like this, this just going to keep the fighting going on and stuff.

Q: We were talking earlier, and you were saying that you like Art. Have you found that this is the thing that you'd rather go into as an adult? Do you have any other--say, if you had two choices. I heard you say you'd like to have a job at a desk, but what type of job would you like?

A: I think when I was small, the first thing I think I wanted to be was a singer. And then I think when I got into the fifth or sixth grade, I started reading comic books, and you know, I like Super Hero, you know, and all that kind of stuff. And then I started noticing that, you know, you could never see a black Super Hero in a comic book. Not even a black villain. And then, you know, I kept on reading the comic books, and I became interested in--then I started, you know, trying to learn how to draw Super Hero myself. And, you know, as the years passed, my drawing got better, and I started making up stories myself, you know, drawing, you know, my own Super Hero, and characters and things, and--

Q: Excuse me. Could I ask you this? Do you make your own stories to go with the pictures that you draw?

A: Uh-huh. I have made a comic book before--it's a black Super Hero. He's fearless. He was born in Watts and his father, you know, was killed in a riot, and I forget now what happened, really, but something happened to change him, you know. He made him a costume and things and stuff, and, ah, you know, he was going to try to, you know, help to bring the white and the black together, you know.

After a great crime, and all this, and--you know. This is one of the comic books that I have made. And another one, I called them the Tremendous Trio.

Q: Could you tell me about it?

A: It's about three Super Heroes, they come from, you know, bad families. They--

Q: There's a question I'd like to ask. What do you call a bad family?

A: These families that they came from, you know, it seems like their mothers, fathers, sisters, and brothers, they were different from them. They were killers, and you know, all kinds of things, except with them--they ran away from home. All of them. And they were in this, you know, like fate brought them together--in this town. You know, they became friends, they hung around each other, together, and then once they were messing around with some sort of radioactive material, and it, you know, fell down on them, and you know, they were all trying to save each other--it was up on a shelf, and it fell down on them, and they were all trying to save each other. And so, you know, each one of them thought the radioactive material would kill them, but they would sacrifice their lives for their friends, and each one of them jumped at the same time, you know. And it was a bottle--hit this thing, and it broke, and it splashed all over them. And it seemed like that this, you know, it increased their senses. You know. like their eyesight, they could see like an eagle, their sense of touch, it was, you know.... Their hearing, they could hear thing, you know, in a room, they could probably hear a pin drop in the next room, you know. And this is how it happened. And through the day they noticed this, and they noticed their strength had increased, and they, you know, made them some costumes, and you know, said, "Well, since we got these powers, we might as well should help the world with them." And they became, you know, Super Heroes, the Tremendous Trio.

Q: Now the Tremendous Trio--are they black, also?

A: One of them is black, and the other two are white.

Q: Well, I would like to thank you very much, and next time I need you, I'll call you. Thank you, and see you next time.